

Kentucky Teacher Internship Program (KTIP)

Teacher Performance Assessment Handbook

Moderate and Severe Disabilities Strategic Addendum (MSDSA)

Fall Edition 2011



KTIP Teacher Performance Assessment Handbook

Addendum MSD

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Overview

What is the KTIP Teacher Performance Assessment?

The KTIP Teacher Performance Assessment (TPA) is a focused collection of evidence and reflection selected from a teacher's work that clearly demonstrates the new teacher's efforts to analyze student learning as well as the new teacher's performance on the Kentucky Teacher Standards. The TPA serves as the centerpiece of the reflective process because it includes such information as lesson plans, student work samples with evaluative comments, video recorded lessons, anecdotal records, and observation notes. Continuous and critical study of planning and instructional practice is one of the most important keys to student learning.

The TPA approach is grounded in a developmental view of teaching, recognizing that this complex, demanding profession is learned over the course of several years of study, consultation, and reflective practice. The purpose is to support beginning teachers in their development and to focus this support through a dynamic, ongoing process.

The KTIP TPA is both a process and a product. It is not a scrapbook but a representation of the intern's abilities. It provides evidence of the intern's strengths, goals, and achievements with regard to student learning. It is a factual description of an intern's teaching efforts supported by relevant data and analyzed by the intern to show the thinking process behind the artifacts. The KTIP TPA is NOT a collection of professional development certificates and slick artwork. Rather, it is selected samples that illustrate how the intern's students have benefited from the teacher's efforts.

The KTIP TPA is organized according to the three cycles of the internship year. During the first two cycles, the committee (resource teacher, principal and teacher educator) formatively evaluates the intern's TPA for two components: classroom teaching and ability to address professional responsibilities.

The third, summative cycle expands the length and scope of the intern's planning to permit the assessment of multiple dimensions of the intern's work and to make sure students are given adequate time to accomplish the learning objectives. This is done through an instructional unit. The instructional unit includes a performance assessment in which an intern is asked to document his/her plan for instruction, design an instructional unit covering two-to-four weeks of instruction, plan for the assessment of learning (both pre-and post-instruction), analyze the impact of instruction on student learning, and reflect upon the success of the instructional unit.

The KTIP TPA is a set of ten teaching tasks designed especially to provide interns the opportunity to demonstrate performance of Kentucky's Teacher Standards. There is not, however, a one-to-one relationship between the TPA Tasks A – J and Kentucky Teacher Standards 1 - 10.

The ten teaching tasks are grouped into three components in the KTIP TPA:

Component I: Classroom Teaching

- Task A: Develop a Lesson Plan
- Task B: Demonstrate Teaching Skills during Classroom Observation
- Task C: Analyze and Evaluate Teaching of a Lesson

Component II: Professional Responsibilities

- Task D: Collaborate to Address Special Learning Needs
- Task E: Assess and Manage Professional Growth
- Task F: Demonstrate Professional Leadership

Component III: Instructional Unit

- Task G: Design Learning Objectives and Assessments for an Instructional Unit
- Task H: Analyze, Use and Communicate Unit Learning Results
- Task I: Design Instructional Strategies and Activities for the Instructional Unit
- Task J: Reflect on and Evaluate Teaching and Learning in the Instructional Unit

Goals

- To increase teacher competence as defined by the Kentucky Teacher Standards

- To focus support on improving student achievement
- To draw on student data to guide support
- To document professional growth over time
- To promote self-assessment and reflection
- To cultivate collaboration and leadership among teachers

Where can you go for help?

Your committee is the first and most important resource available to assist you in preparing your teacher performance assessment. Do not hesitate to contact any one of the following for guidance in the completion of your teacher performance assessment.

Committee and School

- Resource Teacher
- Principal
- Teacher Educator (from regional university)
- Others, including educators holding National Board for Professional Teaching Standards Certification

School District

District KTIP Coordinator

University KTIP Coordinators

Eastern Kentucky University: 859-622-6180

Kentucky State University: 502-597-5574

Morehead State University: 606-783-2892

Murray State University: 270-809-3143

Northern Kentucky University: 859-572-6320

University of Kentucky: 859-257-1857

University of Louisville: 502-852-6412

Western Kentucky University: 270-745-5991

Education Professional Standards Board

Professional Learning and Assessment Division

KTIP Staff

Toll-free: 888-598-7667

Or visit our webpage: <http://www.epsb.ky.gov>

How will your Teacher Performance Assessment tasks notebook be evaluated?

Your committee will meet with you to discuss and evaluate your TPA tasks notebook and your classroom teaching performance. The chart on the following pages indicates the sources of evidence that will be examined for each Kentucky Teacher Standard.

Evidence Sources for Intern Teacher Assessment		
Note: TPA=Teacher Performance Assessment and O=Classroom Observation		
	Source	
Standard 1: The Teacher Demonstrates Applied Content Knowledge	TPA	O
1.1 Communicates concepts, processes, and knowledge		X
1.2 Connects content to life experiences of students	X	X
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning		X
1.4 Guides students to understand content from various perspectives	X	X
1.5 Identifies and addresses students' misconception of content	X	X
Standard 2: The Teacher Designs and Plans Instruction		
2.1 Develops significant objectives aligned with standards	X	
2.2 Uses contextual data to design instruction relevant to students	X	
2.3 Plans assessments to guide instruction and measure learning objectives	X	
2.4 Plans instructional strategies and activities that address learning objectives for all students	X	
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning	X	
Standard 3: The Teacher Creates and Maintains Learning Climate		
3.1 Communicates high expectations		X
3.2 Establishes a positive learning environment		X
3.3 Values and supports student diversity and addresses individual needs		X
3.4 Fosters mutual respect between teacher and student and among students		X
3.5 Provides a safe environment for learning		X
Standard 4: The Teacher Implements and Manages Instruction		
4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students		X
4.2 Implements instruction based on diverse student needs and assessment data		X
4.3 Uses time effectively		X
4.4 Uses space and materials effectively		X
4.5 Implements and manages instruction in ways that facilitate higher order thinking		X
Standard 5: The Teacher Assesses and Communicates Learning Results		
5.1 Uses pre-assessments	X	
5.2 Uses formative assessments	X	X
5.3 Uses summative assessments	X	X
5.4 Describes, analyzes, and evaluates student performance data	X	
5.5 Communicates learning results to students and parents	X	
5.6 Allows opportunity for student self-assessment	X	X
Standard 6: The Teacher Demonstrates the Implementation of Technology		
6.1 Uses available technology to design and plan instruction	X	
6.2 Uses available technology to implement instruction that facilitates student learning	X	X
6.3 Integrates student use of available technology into instruction	X	X
6.4 Uses available technology to assess and communicate student learning	X	X
6.5 Demonstrates ethical and legal use of technology	X	X

Standard 7: Reflects on and Evaluates Teaching and Learning	TPA	O
7.1 Uses data to reflect on and evaluate student learning	X	
7.2 Uses data to reflect on and evaluate instructional practice	X	
7.3 Uses data to reflect on and identify areas for professional growth	X	
Standard 8: Collaborates with Colleagues/Parents/Others		
8.1 Identifies students whose learning could be enhanced by collaboration	X	
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort	X	
8.3 Implements planned activities that enhance student learning and engage all parties	X	
8.4 Analyzes data to evaluate the outcomes of collaborative efforts	X	
Standard 9: Evaluates Teaching and Implements Professional Development		
9.1 Self-assesses performance relative to Kentucky's Teacher Standards	X	
9.2 Identifies priorities for professional development based on data from self-assessment, student performance	X	
9.3 Designs a professional growth plan that addresses identified priorities	X	
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	X	
Standard 10: Provides Leadership within School/Community/Profession		
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment	X	
10.2 Develops a plan for engaging in leadership activities	X	
10.3 Implements a plan for engaging in leadership activities	X	
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts	X	

Developing Your Teacher Performance Assessment

TPA Tasks and Templates:

As noted in the overview, the KTIP TPA notebook represents a set of ten teaching tasks designed to provide you with the opportunity to demonstrate performance of the Kentucky Teacher Standards. The format and expectations for the ten tasks are presented in the form of task templates. Each task template provides prompts/directions for completing the task. This handbook provides a paper copy of the templates that are available on-line at www.epsb.ky.gov. The on-line templates are in Microsoft Word and can be downloaded as needed. The use of these templates in developing your TPA exhibits has the following advantages for you and your committee:

1. Formatting of the task exhibits is complete.
2. The prompts/directions focus your efforts on providing needed information.
3. Your work on the tasks can be sent via email to your committee members for their review, feedback, and/or approval.
4. Your work on each task can be corrected, modified, and/or updated as needed.

It should be noted that some tasks may recommend providing evidence/artifacts of your teaching. For this reason, it is essential that you read each task and template carefully.

Suggestions for selecting artifacts for your Teacher Performance Assessment

Select evidence or artifacts for inclusion in your TPA notebook that clearly demonstrate your efforts to analyze student learning. The best evidence will come from your classroom teaching and related professional development activities. Some examples of appropriate artifacts are listed below:

- Instructional materials
- Teacher-made assessment materials
- Parent communication/log
- Samples of student work
- Teacher journals and/or logs
- Video recorded lesson
- Student, parent, colleague surveys
- Log of professional activities
- Communication with peers, administrators, and other professionals

Keep in mind that you should not include anything more than what each task requires. **It is important to select the most appropriate evidence that provides data to support your analysis.** Do not include professional development attendance certificates, lists of awards, or photographs of student work. All artifacts should be included with the related task.

Video Recorded Lesson Option

In Cycle 3, you have the option to video record one of the lessons from the instructional unit or have your committee members observe separate lessons from the unit. This is a decision you should make with your committee's guidance. This video may only be used for KTIP evaluation and may not be shown in any public performance. Capturing teaching on video effectively requires thoughtful preparation and planning. The video may be a CD, DVD, or VHS recording. **NOTE: If the decision is made to record the Cycle 3 lesson, you will develop a lesson plan for the video lesson and complete Task C, Lesson Analysis and Reflection, after the lesson is taught. If the decision is made to have each of your committee members observe a lesson from the unit, you will develop a lesson plan for each of the three lessons to be observed and complete Task C for the three lessons after they have been observed.**

TIPS FOR SUCCESSFUL VIDEO RECORDING

- | | |
|---|--|
| <ul style="list-style-type: none">• Contact the media specialist to reserve the needed equipment and to learn about the operation of the equipment.• Find a volunteer to video record the class. This could be your resource teacher, another teacher, a reliable student, or even a parent volunteer. He/she may need some time to become familiar with the camera equipment. (Note: Warn the camera operator that his/her voice may be heard on video.)• Use a tripod.• Advise your camera operator to record student involvement as well as your movements, being careful not to make too many sudden moves while scanning the classroom.• It is recommended that at least 2 class periods be recorded with the lesson. You may decide which tape to forward to the committee members. | <ul style="list-style-type: none">• If using a VHS tape, use a new tape.• Keep the lens cap on the camera when the camera is not being used. This prevents excess light from entering the lens.• Keep the camera and tapes/DVD away from magnetic fields.• Cameras should not be used in extreme heat or cold. Let the camera adjust to room temperature for about thirty minutes.• Consider the background and the composition of the picture. Clutter can be a problem in classrooms; remove items that may detract from the message/image. Consider the background.• Make sure your classroom is well-lit.• Secure a lapel microphone, if possible, to improve sound quality. |
|---|--|

Format requirements for your Teacher Performance Assessment Notebook

What you will need

- 3-ring binder
- Three dividers, one for each cycle of your TPA notebook.
- Plastic sleeve for holding artifacts (video and/or audiotapes). Video and/or audiotapes are not required. If you select either a video or audiotape as an artifact, it should be submitted in a plastic sleeve or zippered pocket within the binder.

Directions

- Utilize the Table of Contents Checklist
- Label the three dividers by cycle
- Complete and sign the Intern Information Sheet
- Using the task templates available on-line, develop your responses to the question or prompts. Prior to placing in the TPA notebook, answer the questions thoroughly enough to provide sufficient evidence that you have met the Kentucky Teacher Standard(s).

A Schedule of Activities for the Internship

Prior to the Orientation Meeting, you will:

- 1. READ THE TPA HANDBOOK THOROUGHLY.**
2. Complete and sign the Intern Information Sheet template.
3. Identify potential students for involvement in Task D (Collaborate to Address Special Learning Needs).
4. Complete the Kentucky Teacher Standards Self-Assessment portion of Task E (Assess and Manage Professional Growth).
5. Identify possible leadership projects for Task F (Leadership).
6. Set up your account with the EPSB for your user ID and password. (Have this information available at each committee meeting).

During Orientation Meeting, you and your committee will:

1. Review all KTIP-TPA materials, processes, and procedures, and discuss expectations including the instructional unit.
2. Discuss potential students for involvement in Task D (Collaborate to Address Special Learning Needs) and identify the student to be involved.
3. Discuss your completion of the self-assessment portion of Task E (Assess and Manage Professional Growth).
4. Discuss possible leadership projects for Task F (Leadership) and agree upon the project you will plan and implement.
5. Set the timelines for completion of the TPA Tasks including the Instructional Unit, Tasks G-J (Instructional Unit Overview).
6. Sign off for the Orientation Meeting in the Intern Management System (IMS).

Prior to the Cycle 1 Committee Meeting, you will:

1. Complete Task A-1 (Teaching and Learning Context) within cycle 1 (updated as needed for cycles 2 and 3).
2. Complete Task A-2 (Lesson Plan) within each cycle and for each class to be observed by your committee members.
3. Submit lesson plans electronically to the appropriate committee members 2-3 days prior to the observation.
4. Complete Task C (Lesson Analysis and Reflection) within each cycle, **no later than two days after each observed lesson..**
5. Work with your resource teacher to identify your strengths and priority areas for growth and possible types of professional development you will need for Task E (Assess and Manage Professional Growth).
6. Based on the task completion timeline set at the Orientation Meeting, work on the Task D (Collaborate to Address Special Learning Needs) Work Plan and the Task F (Leadership) Work Plans.
7. Electronically submit the Collaboration Work Plan and the Leadership Work Plan to your committee members for their review and approval prior to implementing these plans.
8. Electronically submit Task C (Lesson Analysis and Reflection) for observed lessons and your work on Tasks D(Collaborate to Address Special Learning Needs), E (Assess and Manage Professional Growth), and F (Leadership) to your committee members 2-3 days prior to the Cycle 1 Committee Meeting.
9. Organize the TPA notebook by tasks (A-1, A-2, C) (Teaching and Learning Context, Lesson Plan, Lesson Analysis and Reflection). All subsequent completed tasks should be included and divided by cycles.

During Cycle 1 Committee Meeting, you and your committee will:

1. Discuss the analytic and holistic scores and supporting evidence for the ten Kentucky Teacher Standards, focusing on strengths and priority areas for growth identified by the committee during Cycle 1.
2. Reconcile the strengths and priority areas for growth identified by the committee with those you have identified in Task E (Assess and Manage Professional Growth). Agree upon the professional growth activities for Cycle 2, and identify assistance and other documentation needed for these activities.
3. Discuss progress made on Task D (Collaboration) and Task F (Leadership) Projects.
4. Clarify expectations for Cycle 2 observations and reflections (Tasks A, B, and C) (Teaching and Learning Context, Lesson Plan, Classroom Observation and Lesson Analysis and Reflections) and Professional Responsibilities

Tasks (Tasks D, E, and F) (Collaborate to Address Special Learning Needs, Assess and Manage Professional Growth, and Leadership).

5. Sign off for the Cycle 1 Committee Meeting in IMS.

Prior to the Cycle 2 Committee Meeting, you will:

1. Develop a Professional Growth Work Plan for each of your agreed upon priority areas for growth. These two or three work plans compose your Professional Growth Plan (PGP). You must submit your PGP electronically to your committee members for their review and approval.
2. Develop lesson plans (Task A-2) for each lesson scheduled to be observed by your committee members, submitting each plan electronically to the appropriate committee member 2-3 days prior to their observation.
3. Complete Task C (Lesson Analysis and Reflection) for each lesson **no later than two days after each observed lesson.**
4. Continue the implementation of your work plans for Task D (Collaboration), Task E (Professional Growth), and Task F (Leadership), developing progress reports for your committee.
5. Electronically submit your Cycle 2 Task C and the progress reports for Tasks D, E, and F (Collaborate to Address Special Learning Needs, Assess and Manage Professional Growth, and Leadership) to your committee for review 2-3 days before the Cycle 2 Committee Meeting.

During Cycle 2 Committee Meeting, you and your committee will:

1. Discuss the analytic and holistic scores and supporting evidence for the ten Kentucky Teacher Standards, focusing on strengths and areas for growth identified by the committee during Cycle 2.
2. Discuss the progress made in implementing the approved Task D (Collaboration), Task E (Professional Growth and Task F (Leadership) work plans.
3. Review progress made in developing the Instructional Unit for Cycle 3. Confirm the time frame for its implementation.
4. Clarify expectations for Cycle 3 observation(s) and reflection(s), the Professional Responsibilities Tasks, and the Instructional Unit (Tasks G, H, I, and J) (Designing the Instructional Unit, The Assessment Plan, Designing Instructional Strategies and Activities, and Organizing and Analyzing the Results /Reflecting on the Impact of Instruction and Communication and Follow-up).
5. Decide whether you will video one lesson from your Cycle 3 unit and develop the lesson plan (Task A-2) and the Lesson Analysis and Reflection (Task C) for the recorded lesson or have each committee member observe a lesson from the unit for which you have developed the lessons plans, lesson analysis, and reflection for each observed lesson.
6. Sign off for the Cycle 2 Committee Meeting in IMS.

Prior to the Cycle 3 Committee Meeting, you will:

1. Complete the work plans for your Task D (Collaboration), Task E (Assess and Manage Professional Growth), and Task F (Leadership), developing Cycle 3 reports.
2. Develop your instructional unit (Tasks G, H, and I) (Designing the Instructional Unit, The Assessment Plan, and Designing Instructional Strategies and Activities). During the development of your unit, you will electronically send each task to your committee members for their review and feedback.
3. Implement your unit, either recording one lesson or having your committee members each observe a lesson face-to-face.
4. Analyze the results of your unit, completing Task J (Organizing and Analyzing the Results/Reflecting on the Impact of Instruction, and Communication and Follow-up).
5. Electronically submit all required and completed tasks to your committee members for their review and summative evaluation at least 5 days prior to the cycle 3 committee meeting.

During Cycle 3 Committee Meeting, you and your committee will:

1. Discuss the completed Professional Responsibilities Tasks (Tasks D, E, and F) (Collaborate to Address Special Learning Needs, Assess and Manage Professional Growth, and Leadership).
2. Discuss the design, implementation, and analysis of the Instructional Unit (Tasks A, B, C, G, H, I, and J) (Teaching and Learning Context, Lesson Plan, Classroom Observation, Lesson Analysis and Reflection, Designing the Instructional Unit, The Assessment Plan, Designing Instructional Strategies, Analyzing the Results/Reflecting on the Impact of Instruction, and Communication and Follow-Up).

3. Discuss the Cycle 3 analytic and holistic scores and supporting evidence for the ten Kentucky Teacher Standards, focusing on your strengths and areas for growth to determine success of the internship.
4. Sign off for the Cycle 3 Committee Meeting in IMS.

Table of Contents Checklist for the TPA Notebook

Place a check in front of each task that is included within your TPA Notebook. Your cycle sections are not complete until you check off each item. **Place each checklist in front of the appropriate cycle of your notebook for each completed task document.**

Cycle 1

Component I

		Page(s)
___ Task A-1	Teaching and Learning Context: (1 copy)	_____
___ Task A-2	Lesson Plan: Completed A-2 for each observed lesson: three (3) A-2 documents	_____
___ Task B	Classroom Observation: IPR copies from observations of each committee member are provided to the intern by the end of the Cycle 1 meeting	_____
___ Task C	Lesson Analysis and Reflection: Completed Task C for each observed lesson: three (3) C documents	_____

Component II

___ Task D	Collaborate to Address Special Learning Needs: Provide information related to the student identified/ tentative plan for collaboration with parent	_____
___ Task E	Assess and Manage Professional Growth: Submit tentative work plan/ discuss strengths and identify possible areas of growth	_____
___ Task F	Leadership: Provide the work plan for your leadership project	_____

Include any artifacts needed to support your tasks as listed on page 7 of your TPA Handbook.

Cycle 2

Component I

		Page(s)
___ Task A-1	Teaching and Learning Context: Utilize same A-1 as completed in Cycle 1 unless an update has been made	_____
___ Task A-2	Lesson Plan: Completed A-2 for each observed lesson: three (3) A-2 documents	_____
___ Task B	Classroom Observation: Copies of IPRs from observations of each committee member are provided to the intern by the end of the Cycle 2 meeting	_____
___ Task C	Lesson Analysis and Reflection: Completed Task C for each observed lesson: three (3) C documents	_____

Component II

___ Task D	Collaborate to Address Special Learning Needs: Provide evidence of progress toward completion of collaboration project or completed collaboration project	_____
___ Task E	Assess and Manage Professional Growth: Demonstrate progress in implementation of professional growth expectations	_____
___ Task F	Leadership: Provide evidence of progress on leadership project or completed leadership project	_____

Include any artifacts needed to support your tasks as listed on page 7 of your TPA Handbook.

Cycle 3 (The recorded lesson will be in a plastic sleeve of this section)

Component I

		Page(s)
___ Task A-1	Teaching and Learning Context: Utilize same A-1 as completed in Cycle 1 unless an update has been made	_____
___ Task A-2	Lesson Plan: Completed A-2 for each observed lesson: three (3) A-2 documents if face-to-face observation is used during the instructional unit, or one (1) A-2 if a lesson is recorded	_____
___ Task B	Classroom Observation: Copies of IPRs from observations by each committee member are provided to the intern by the end of the Cycle 3 meeting	_____
___ Task C	Lesson Analysis and Reflection: Completed Task C for each observed lesson: three (3) C documents if face-to-face observation is used during the instructional unit, or one (1) C document if a lesson is recorded	_____

Component II		
____ Task D	Collaborate to Address Special Learning Needs:	Completed collaboration project _____
____ Task E	Assess and Manage Professional Growth:	Completed professional growth plan _____
____ Task F	Leadership:	Completed leadership project _____
Component III		
____ Task G	Designing the Instructional Unit	Completed task document: Designing the Instructional Unit _____
____ Task H	The Assessment Plan	Completed task documents: The Assessment Plan AND the accompanying chart, graph, or tables developed with the assessment analysis _____
____ Task I	Designing Instructional Strategies and Activities	Completed task documents: Designing Instructional Strategies and Activities _____
____ Task J-1	Organizing and Analyzing the Results and Reflecting on the Impact of Instruction	Completed task documents: Organizing and Analyzing the Results AND Reflecting on the Impact of Instruction _____
____ Task J-2	Communication and Follow-Up	Completed task document: _____
Include any artifacts needed to support your tasks as listed on page 7 of your TPA Handbook.		

Orientation Committee Meeting Checklist

Held prior to any formal classroom observations

- _____ Review all KTIP materials and expectations
- _____ Intern Information Sheet (This will be the same all year)
- _____ Task E - Kentucky Teacher Standards Self-Assessment

Cycle 1 Committee Meeting Exhibit Checklist

1-60 instructional days following the orientation meeting

- _____ Intern Information Sheet (This will be the same all year)

Component I: Classroom Teaching

- _____ Task A-1 Teaching and Learning Context
- _____ Task A-2 Cycle 1 Lesson Plans from each observed lesson
- _____ Task B Intern Performance Records from each committee member
- _____ Task C Lesson Analysis and Reflection for each observed lesson
- _____ Technology documentation (if needed)

Component II: Professional Responsibilities

- _____ Task D Collaboration rationale and identification of one student with learning needs
- _____ Task E Identified Priority Areas for Growth
- _____ Task F Identified Leadership Project and rationale for selection

The intern must receive copies of each committee member's completed IPR by the end of each of the three cycles.

Cycle 2 Committee Meeting Exhibit Checklist

61-110 instructional days following the orientation meeting

- _____ Intern Information Sheet (This will be the same all year)

Component I: Classroom Teaching

- _____ Task A-1 Teaching and Learning Context (updated, if necessary)
- _____ Task A-2 Cycle 2 Lesson Plans from each observed lesson
- _____ Task B Intern Performance Records from each committee member
- _____ Task C Lesson Analysis and Reflection for each observed lesson
- _____ Technology documentation (if needed)

Component II: Professional Responsibilities

- _____ Task D Approved Collaboration Work Plan Progress Report
- _____ Task E Approved PG Work Plans Progress Report

The intern must receive copies of each committee member's completed IPR by the end of each of the three cycles.

Cycle 3 Committee Meeting Exhibit Checklist
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111-140 instructional days following the orientation meeting

_____ Intern Information Sheet (This will be the same all year)

Component I: Classroom Teaching

- _____ Task A-1 Teaching and Learning Context (updated, if necessary)
- _____ Task A-2 Cycle 3 Lesson Plan(s) from each observed lesson
- _____ Task B Intern Performance Records from each committee member
- _____ Task C Lesson Analysis and Reflection for each observed lesson
- _____ Technology documentation (if needed)

Component II: Professional Responsibilities

- _____ Task D Collaboration Work Plan Final Report
- _____ Task E PGP Work Plans Final Report
- _____ Task F Leadership Work Plan Final Report

Component III: Instructional Unit

- _____ Task G Designing the Instructional Unit
- _____ Task H The Assessment Plan
- _____ Task I Designing Instructional Strategies and Activities
- _____ Tasks J-1 Reflecting on the Impact of Instruction
- _____ Tasks J-2 Communication and Follow-Up

The intern must receive copies of each committee member's completed IPR by the end of each of the three cycles.

Intern Information Sheet

Complete the template for this page and include it as the first page of your Teacher Performance Assessment.

Name: _____ Social Security Number: XXX-XX-_____

Date of Birth: _____

Current Teaching Assignment: Grade(s) _____ Subject(s) _____

School District: _____

School Name: _____

School Address: _____

School Telephone: _____ Cell _____ Home _____

Home Address: _____

School E-mail Address: _____

I verify that this Teacher Performance Assessment contains my authentic work, the original work of my students, and authentic feedback from colleagues, parents, and administrators. I also verify that I have thoroughly read the TPA Handbook.

Signature

Date

COMPONENT 1: CLASSROOM TEACHING

Tasks A, B, and C Overview

Tasks A, B, and C provide opportunities for the intern to demonstrate analytic interpretation of student performance data, skills essential to the design of instruction, and critical evaluation of the impact of instruction on student learners.

Task A-1: Teaching and Learning Context/Task A-2: Lesson Design

- a) Task A-1 requires description of factors that will guide development of lesson design, including identification of diverse learners within the classroom. Interns are asked to develop profiles of three students who will require differentiated instruction to meet their diverse needs. Interns identify only three students from their daily schedules.

Teachers should use anecdotal records, formative/summative assessments, observations, and other means to gather data to create the profile.

- b) Task A-2 focuses on development of measurable learner targets or objectives, strategies to be utilized for lesson implementation, and identification of forms of student assessment. The learner targets/lesson objectives will connect to the state curriculum documents, i.e., Program of Studies, Kentucky Core Content, and/or Kentucky Core Academic Standards.

- Task A-1 **may be completed once only**, depending on the daily school schedule and/or the grade level being observed, but should be reviewed for possible alterations prior to each formal observation by committee members.
- Task A-2 must be completed for each observed class in Cycle 1 and 2 and for the observed lesson(s) presented during Cycle 3.

- c) When completing Task A-2 for your observed lesson, use the following to help guide you:

- **Lesson Objectives/Learning Targets:** Are they student-centered/observable/measurable?
- **Assessments:** Include student self-assessments (may be used as the pre-assessment) and formative assessment strategies that are used to determine student progress and to modify/inform instruction.
- **Instructional Strategies/Activities:** Describe the engaging, differentiated strategies and activities, and describe how student needs are met.

Use the Assessment Design Checklist below as a guide when developing your assessments for the Task A-2 lesson plan.

Assessment Design Checklist for A-2	Yes	No
• Are the directions for students complete and clear?		
• Are all test items unambiguous?		
• Is the test appropriately organized? i.e., item types organized by section, easiest to most difficult (e.g., matching, multiple choice, fill-in-the-blank, essay)		
• Is the number of points to be awarded for each item specified?		
• Are the scoring rubrics/criteria complete and clear?		
• Are the test items aligned with lesson objectives?		
• Is there an explanation of the conditions under which the activity/assignment is to be performed (independent/group)?		
• Is there a timeline for completion?		

Task B: Demonstration of Teaching Skills During Classroom Observation

Task B consists of the evidence collected by committee observers on the Intern Performance Record (IPR), the official form used to mark indicators of knowledge of Kentucky Teaching Standards. The intern must be given copies of the

completed IPR after each post-observation conference. These are to be kept in the intern notebook that serves as a repository for all tasks.

Tasks C: Lesson Analysis and Reflection

Task C encourages critical analysis of the effectiveness of lesson presentation on student learning, promotes intern self-awareness, and serves as an impetus for professional extension. The intern should focus the remarks on his/her own performance and on student learning. The task also asks for descriptors of efforts to communicate continuous progress to students and parents.

During the committee cycle conference, the committee chair (principal) shall ensure that IPR copies are given to the intern.

Materials needed for your observation cycles

For Cycles 1 & 2 - At least two days prior to your scheduled observation, email the following items to the observer:

1. Tasks A-1 & A-2, including all handouts and assessments that will be used during the lesson
2. Task D, including information about parent/guardian contact
3. Task E
4. Task F
5. Also, have your grade book, IEP monitoring log, and seating chart available for the committee members when they arrive to observe you. Make sure that you have provided a desk that allows the observer to see all students without the students being able to read what the observer is recording.

For Cycle 3 your observer will need up to five (5) days to review your materials, so be sure to arrange an agreed-upon timeline in advance. Provide a copy of your video recorded lesson and email the following materials:

1. Tasks A-1 & A-2, including all handouts and assessments that will be used during the lesson
2. Task D
3. Task E
4. Task F
5. Tasks G through J-2

Component I: Classroom Teaching

Task A-1: Teaching and Learning Context

Complete once prior to the Cycle 1 observations to describe your teaching and learning context. **If the teaching environment changes significantly, e.g., new school, change in classroom placement configuration, change in grade or courses taught, you will need to complete this form again.**

Intern Name: _____ **Date:** _____

Content Areas:	Grade Level(s):	Average number of students taught daily
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School Instructional Goals

Analyze major school instructional goals, and briefly describe your anticipated contribution. Work with your resource teacher, colleagues, principal, or other school personnel to help identify these goals.

(Multiple sources of data should include faculty meeting notes, Comprehensive School Improvement Plan, School-Based Decision Making Council minutes, continuous assessment data, Program Reviews, content literacy plans, and other sources of data.)

Resources/Assistance

Develop (conduct) an inventory of the available resources and assistance. (Possible examples: technology, parent involvement, supplies, and human resources available to you.)

Supplemental MSD recommendations – Use the “other” category to denote specialists such as Speech/Language Pathologists (SLPs), Occupational Therapists (OTs) and Physical Therapists (PTs), Vision and Hearing Specialists, Job Coaches or other related service providers

Describe how you will utilize the resources to implement the school and instructional goals.

Supplemental MSD recommendations - Other examples may include communication boards, IntelliKeys, switches, and other forms of assistive technology (AT). Also consider adaptive equipment such as prone standers, adaptive utensils and writing instruments, etc.

Critical Student Characteristics or Attributes

- a. Using appropriate student achievement and demographic data, identify and describe the characteristics of your students that will require differentiated instruction to meet their diverse needs. (In developing your response, you may need to examine characteristics such as differences in culture, language, and learning styles as well as differences in developmental levels and achievement levels.)

Supplemental MSD recommendations – While indicating the number of students with Individualized Education Programs (IEPs), also note the disability category, and the type of functional communication system used by each student.

Supplemental MSD recommendations – Consider noting unique aspects impacting the class, such as a high number of students with medical needs, additional providers (paraprofessionals, tutors, etc.), and equipment that impacts instruction specific to students with disabilities. The intent is to proactively consider less obvious yet important dynamics that may impact instruction.

<p>b. Based on the diversities you've described in <i>a</i> above, develop a profile for three specific students in the class(es) that you teach during a school day.</p>
<p>Supplemental MSD recommendations – Recognize that language and cultural diversity also has an impact on students with disabilities as well as their mode of communication.</p>
<p>One student struggling to meet lesson objectives or targets:</p> <p>One student meeting lesson objectives or targets:</p> <p>One student exceeding lesson objectives or targets:</p>

Component I: Classroom Teaching

Task A-2: Lesson Plan

Your committee members will review and evaluate your performance on this task using Standard 1: The teacher demonstrates applied content knowledge and Standard 2: The teacher designs and plans instruction.

Intern Name: _____ **Date:** _____ **Cycle:** _____

of Students: _____ **Age/Grade Level:** _____ **Content Area:** _____

Unit Title: _____ **Lesson Title:** _____

Lesson Alignment to Unit

Respond to all of the following items:

- a) Identify essential questions and/or unit objective(s) addressed by this lesson.
- b) Connect the objectives to the state curriculum documents, i.e., Program of Studies, Kentucky Core Content, and/or Kentucky Core Academic Standards.

Supplemental MSD recommendations – Identify the grade level standard used for the lesson. Differentiate between the use of the grade level standards and the alternate achievement standards as the assessment target. Clearly articulate how the standard relates to the program of study.

- c) Describe students' prior knowledge or the focus of the previous learning.
- d) Describe summative assessment(s) for this particular unit and how lessons in this unit contribute to the summative assessment.
- e) Describe the characteristics of your students identified in Task A-1 who will require differentiated instruction to meet their diverse needs.

Supplemental MSD recommendations – Include how background information might be captured: the use of assistive technology (AT), prompting or cueing, pictures, etc. Describe how learning from previous lessons will be demonstrated by students (pictures, review, pre-instructional practice, etc.).

Supplemental MSD recommendations – Consider noting how the demonstration of the objective might be modified, although the content area is the same (e.g., Multiplication for most students but addition for some) and intent of the instruction are the same. Also consider noting how the response mode might be modified (e.g., pencil paper for most students, calculator for some). Below indicate the number of students with MSD being taught the same or different content and using the same or different response mode as other students in the class.

- 1. Number of students with same content, same response mode _____
- 2. Number of students with same content, different response mode _____
- 3. Number of students with different content, same response mode _____
- 4. Number of students with different content, different response mode _____
- f) Pre-Assessment: Describe your analysis of pre-assessment data used in developing lesson objectives/learning targets (Describe how you will trigger prior knowledge):

Supplemental MSD recommendations – All students should be assessed formatively and summatively – it is the manner in which the assessment data are captured that must be noted (e.g., oral reports, selecting from three choices, matching pictures, ordering

manipulatives, etc). However the student is assessed, it should be clearly indicated in the assessment plan.		
Lesson Objectives/ Learning Targets	Assessment	Instructional Strategies/Activities
Objective/target:	Assessment description: Differentiated Assessment Plan:	Strategy/Activity: Differentiated Strategies/Activities: Media/Technologies/Resources:
Supplemental MSD recommendations – Be certain to include the same AT and augmentative and alternate communications (AAC) devices for assessment as was used for instruction. Supports may include physical supports, devices, pictures, low tech as well as high tech support.		
<p>Procedures: Describe the sequence of strategies and activities you will use to engage students and accomplish your objectives. Within this sequence, describe how the differentiated strategies will meet individual student needs and diverse learners in your plan. (Use this section to outline the who, what, when, and where of the instructional strategies and activities.)</p>		
Supplemental MSD recommendations – Include in the procedures the involvement of paraprofessionals or related service providers in instruction and/or assessment.		

Component 1: Classroom Teaching

Task B: Demonstrate Teaching Skills During Classroom Observation

Task overview: Implement lessons you have planned, making a purposeful effort to demonstrate the indicators for Standards 1, 3, 4, 5, and 6.

Your committee members will evaluate your performance during their observations using:

- **Standard 1 – Demonstrates Applied Content Knowledge**
- **Standard 3 – Creates & Maintains Learning Climate**
- **Standard 4 – Implements & Manages Instruction**
- **Standard 5 – Assessment and Communication of Learning Results**
- **Standard 6 – Demonstrates Implementation of Technology**

Supplemental MSD recommendations – Committee members may observe the following activities which would support the standards:

- Use of AT or AAC devices.
- Use of low tech or high tech devices (such as pencil grips, book easels, magnetic placeholders or computer assisted learning devices).
- Responsible use and maintenance of the AT/AAC devices.
- Use of evidence based practices that demonstrate an appreciation for differing learning styles.
- Use of data being used by teacher with students to plan and implement instruction.
- Use of data being used by teacher with students to plan and implement behavioral interventions.
- Inclusion of students with MSD for social participation.
- Use of people first language (e.g., student with a disability, NOT disabled student).
- Collection of generalization and maintenance data being completed by teacher with students.
- Collecting performance data on students by updating of student records as student completes activities.
- Physical positioning of students.
- Demonstrated understanding of the implications of health issues for students with MSD.
- Demonstrated adherence to the laws and ethical principles that guide special education practice while teacher is instructing.

Component 1: Classroom Teaching

Task C: Lesson Analysis and Reflection

Task overview: For each observed lesson, organize and analyze the student performance data so that you can reflect on and evaluate student learning and the effectiveness of your instruction. Your data analyses and reflection will be the basis for identifying ways to improve instruction and student learning. Interns are also asked to describe efforts to communicate progress with students and parents.

You will need student data to identify those who are below criteria, meet criteria, or exceed criteria. Exceeding does not mean they received 100% (meets) on an activity. This category allows you to identify those who are gifted or high achieving in that area and differentiate strategies for those in need of more challenging activities or new content.

Your committee members will review and evaluate your performance on this task using:

- **Standard 5 – Assesses and Communicates Learning Results**
- **Standard 7 – Reflects on and Evaluates Teaching and Learning**

Supplemental MSD recommendations – When demonstrating Standard 5 & 7, committee members should observe teachers.

Adjust instruction based on data.

Use progress monitoring to adjust and change instruction.

Collect data from all service providers (including general education teachers).

Participate in the evaluation and eligibility determination process for students with MSD.

Develop probes that measure assessment targets for the alternate assessment.

Use data from previous statewide assessment results (alternate assessment) to guide instruction.

Provide students with opportunities to practice self advocacy.

Component I: Classroom Teaching

Task C: Lesson Analysis and Reflection

Intern Name: _____ **Date:** _____ **Cycle:** _____

To ensure that your lesson analysis and reflection inform instruction, this task must be completed **no later than two days after each observed lesson.**

1. Explain how you determined the levels of student performance on your objective(s)/learning targets. Refer to rubrics or criteria used in this determination. (What was effective? What was not effective? What would you keep and what would you change?)

Supplemental MSD recommendations –The MSD teacher should

- Include how the student was assessed.
- Reflect on whether the formative data measure the skill being taught.
- Evaluate whether students are able to generalize the information across settings or across providers
- Collaborate with general education and related service personnel on progress toward standards.
- Supervise paraprofessionals in the instruction and evaluation of lessons.
Supervise others providing support (e.g., peer tutors, volunteers, parents, etc.).

2. For each lesson objective/learning target, sort the student performance into three categories

- a) Below criteria _____ # of students
- b) Meeting criteria _____ # of students
- c) Exceeding criteria _____ # of students

Supplemental MSD recommendations – Students identified as MSD should be compared individually to their own performance. Teachers should collect and report pre test and post test data based on goals established in the IEP. MSD teachers identify the # of MSD students who are meeting the individual goals/objectives established in their IEPs.

3. For each category, describe the students' strengths **and** learning needs.

- a) Below criteria
- b) Meeting criteria
- c) Exceeding criteria

Supplemental MSD recommendations – The MSD teacher should capture a picture of the whole student:

- Identify ways in which students can be successful.
- Collect information from a variety of service providers.
- Include activities supported by paraprofessionals and peers in the overall summary of student progress.

4. Reflect on the following:

- a) How effective was your instruction based on analysis of student performance identified in number 2 above?
- b) What new professional learning and resources could help you increase your instructional effectiveness?
- c) Describe patterns in student performance. How will these patterns be used in planning and instruction?

Supplemental MSD recommendations – The MSD teacher should reflect on the following questions:

Do I know and understand the student's disability?

Do I know and understand the eligibility criteria for this student's involvement in special education?

Do the data I have collected indicate a trend in student learning?

Do the strategies I am using result in an improved student outcome?

What evidence-based practices should I try with this student?

Have I talked with the parents/caregivers or other service providers about effective interventions?

Does the student perform differently with different instructors? What would explain that difference?

5. For each category of students, how will you differentiate instruction?

- a) Below criteria
- b) Meeting criteria
- c) Exceeding criteria

Supplemental MSD recommendations – Each student identified as MSD has an IEP that determines needs. Students with MSD are not grouped into categories but are measured through charting individual student progress. MSD teachers should address how instructional strategies for MSD students who are below, meeting, or exceeding criteria based on their IEPs are being utilized to make gains for these students.

6. Describe how you communicate continuous progress with students and parents/caregivers (other than school grade reporting).

Supplemental MSD recommendations – Reporting learning progress to parents must occur at least as often as with peers without disabilities. It is expected that the relationship between parents and teachers is developed as a result of frequent conversation about student learning. It is expected that the current IEP is less than 12 months old.

Component II: Professional Responsibilities

Task D: Collaborate to Address Special Learning Needs

Task Overview:

Collaborate with parents or primary caregivers and one or more other professionals to design and implement a six to eight week learning plan for a student whose learning could be enhanced by collaboration. Using the Task D template, identify the student, develop your collaboration work plan, report on the collaborative process, and then describe the impact of the process on student learning.

Your committee members will review and evaluate your performance on this task using Standard 8 -- Collaborates with Colleagues/Parents/Others.

Supplemental MSD recommendations –The MSD teacher should

Plan, direct and support the work of paraeducators, volunteers and tutors.

Include the family in instructional planning and setting goals.

Plan for inclusion in the general education curriculum and classroom to the maximum extent possible.

Maintain confidentiality about students with disabilities.

Work with general educators from all disciplines to include students with MSD.

Facilitate IEP meetings that include all stakeholders.

Design and ensure instructional plans and accommodations are fully implemented in all settings.

Work with extracurricular sponsors to ensure student's equal access to all activities.

Guidelines for Completing Task D

The guidelines below should be used when you develop your collaboration plans.

2. Using the contextual factors information you described in Task A1 and input from your resource teacher, identify a student whose learning would be enhanced by collaborative efforts. You may choose a student whose profile you created in A1 or another student. This student could have needs because of learning challenges (e.g., a student with IEP, 504 plan, or an LEP student), a student whose needs are a result of his/her strengths (e.g. a student with a GSSP), or a student whose engagement is limited (e.g. over-commitment to part-time jobs, family responsibilities, or extracurricular activities).
3. At the orientation meeting, discuss the possible timeline for completion of this task.
4. Once the timeline for your collaboration task has been determined and you have identified the student, you should develop your collaboration work plan. Your resource teacher can provide valuable assistance in identifying the expertise of school staff relative to the needs of your identified student.
 - a. Have your work plan reviewed and approved by the members of your committee.
 - b. Implement your collaboration work plan and report your progress at the Cycle 1 and Cycle 2 Committee Meetings.
 - c. Your completed Task D will be submitted to your committee at the Cycle 3 Committee Meeting.
5. Once you have discussed student selection with the committee, the parent or caregiver must be called for approval and input into the plan. The more a parent is involved in designing the plan, the more potential for success.

Parental involvement in your collaboration work plan will increase the impact of your efforts on student learning. If the parents or caregivers cannot or will not participate, an explanation for the non-participation should be provided along with a brief description of your efforts to get them involved. Even if the parents or caregivers are not actively involved, you should provide them with appropriate progress reports and final report of the impact of the collaborative effort on the student's learning. One resource you may want to review is the *Missing Piece of the Proficiency Puzzle* which may be found at the following site:

<http://www.education.ky.gov/NR/rdonlyres/45597738-F31B-4333-9BB9-34255F02BC6D/0/PACtheMissingPiecev2.pdf>

Note: If your identified student moves or drops out of school before you have implemented the collaboration plan, you must identify another student. If you have implemented the student's collaboration plan and have collected some performance data before he/she moves or drops out, you should analyze the available data and evaluate the plan's impact on student learning.

5. If the analysis of the assessment data reveals that the collaboration plan had little or no impact on student learning, you have the opportunity to reflect on the plan and identify possible alternative approaches that could be used in the future.

Component II: Professional Responsibilities

Task D: Collaborate to Address Special Learning Needs

Intern Name: _____ Date: _____ Cycle: _____

Collaboration Work Plan

This work plan must be approved by your committee before implementation.

Orientation Meeting

Identify a student whose learning would be enhanced by collaborative efforts and provide a rationale for why this student was selected. (Use only the student's first name.)

Describe your plan for contacting and developing the plan with the parents/caregivers.

Supplemental MSD recommendations – The following activities provide ideas or suggestions for collaboration work plans:
 Development of an IEP that includes all stakeholders.
 Development and implementation of a transition plan that includes general education partners as well as community partners.
 Development of a Person Centered Plan.
 Development of a behavior intervention plan that is implemented across all disciplines.
 Management of the medical emergency plan to ensure all stakeholders are aware of the plan specifics.

Lesson Objective(s)/Learning Targets – What do you plan to accomplish in terms of student learning?

Assessment Plan – How will you measure the impact of the collaborative effort on student learning?

Supplemental MSD recommendations – Committee members may assess the following:
 Inclusion of related service providers (e.g., SLP, OT, etc.)
 Direction and supervision of paraprofessionals, volunteers and tutors.
 Inclusion of students with MSD in extra-curricular clubs, organizations or activities.
 Student self-selection of activities from a menu of choices.
 Student self-evaluation of their participation and involvement in school activities.

Activities	Timeline	Persons Involved and Their Roles	Resources Needed

Cycle 1 Committee Meeting

Describe the progress made in your collaborative efforts, providing appropriate documentation.

Supplemental MSD recommendations – MSD teachers should document
 The number of students who are included for academic classes.
 The numbers of hours students are engaged in collaborative learning experiences.

<p>The different general educators who are engaged in collaborative learning.</p> <p>The barriers to collaborative learning opportunities.</p> <p>The possible solutions to the collaborative barriers.</p>
<p>Cycle 2 Committee Meeting</p> <p>Describe the progress made in your collaborative efforts, providing appropriate documentation.</p>
<p>Supplemental MSD recommendations – MSD teachers should document</p> <p>The number of students who are included for academic classes.</p> <p>The numbers of hours students are engaged in collaborative learning experiences.</p> <p>The different general educators who are engaged in collaborative learning.</p> <p>The barriers to collaborative learning opportunities.</p> <p>The possible solutions to the collaborative barriers.</p>
<p>Cycle 3 Committee Meeting</p> <p>Using the assessment data collected, describe the impact of the collaboration plan on this student's learning <u>and</u> describe possible next steps.</p>
<p>Supplemental MSD recommendations – The MSD teacher should</p> <p>Identify extra-curricular activities that may be beneficial for students.</p> <p>Encourage or facilitate participation with peers in a variety of group and individual activities.</p> <p>Use the data collected on the number of hours, number of teachers involved and the number of students currently involved in the general education classroom to develop a goal for future inclusion activities.</p> <p>Read and reflect upon current research about the benefits of inclusion in the general education classroom, as well as other school and extracurricular activities.</p>

Component II: Professional Responsibilities

Task E: Assess and Manage Professional Growth

Task Overview: Design and implement a professional growth plan that results in measurable improvement of your performance in meeting the Kentucky Teacher Standards.

Supplemental MSD recommendations – In completing the self-assessment and in designing his or her professional growth plan, the MSD teacher should take into consideration the IIC Standards, Knowledge, and Skills aligned with each of the Kentucky Teacher Indicators. (See KTS and IIC Alignment Document)

Your committee members will review and evaluate your performance on this task using Standard 9, Evaluates Teaching & Implements Professional Development.

Guidelines for Completing Task E

Overview of the Task

A professional growth plan (PGP) is the plan that teachers design and implement to become more proficient in meeting the Kentucky Teacher Standards and Indicators. PGP design involves determining one's strengths and areas for growth related to the Kentucky Teacher Standards and then developing work plans that describe activities and actions that will be implemented to address targeted areas for growth.

The Task E template should be used to guide you through the following steps in developing and implementing your PGP:

1. Initiate the development of your PGP by assessing your level of performance on each of the indicators of the ten Kentucky Teacher Standards. You should discuss the results of your self-assessment with your resource teacher.
2. Using the analysis of your self-assessment data, data on your students' performance, and feedback from your committee, identify your strengths and areas for growth relative to the Kentucky Teacher Standards.
3. From the areas for growth you have identified, list two or three priority areas – areas for growth that if addressed would most improve your ability to facilitate student learning and meet the Kentucky Teacher Standards.
4. **The PGP is the primary source of documentation that shows you have been afforded due process during the internship.** For this reason, your committee members must ensure that your PGP addresses any priority growth areas that, in their judgment, are serious enough to jeopardize the successful completion of your internship. A major focus of the Cycle 1 committee meeting will be to reconcile the strengths and areas for growth identified by your committee with those you have identified.
5. You should develop your PGP work plans to reflect the agreed-upon strengths, priority areas, and professional growth activities. Your PGP must be reviewed and approved by your committee.
6. Your committee will review your PGP at both the Cycle 2 and Cycle 3 committee meetings to ensure that you have documented the actions taken to demonstrate progress in addressing the identified priority areas for growth. (The PGP will be reviewed during Cycle 4 if the committee chooses a fourth round of observations).

Some Things to Remember in Designing Your PGP

1. Identified strengths and areas for growth should be stated in terms specific to your abilities and needs rather than simply restating a standard or an indicator.
2. Work plan objectives need to describe what you wish to accomplish in terms that can be assessed. For example, "develop a management system for starting and ending class."
3. Avoid the following problems with your objectives:
 - **Objectives for growth are too broad or global**
Objectives stated in broad terms are difficult to measure. For instance, if someone sets as a goal "improving instruction," it would be difficult to measure achievement of this objective since it is not well defined. The area is too broad and a more focused outcome needs to be stated.
 - **Objectives that are routine expectations**
Objectives should be significant, represent a needed change in behavior, and constitute a challenge for the intern. If the objective is part of the "routine" job performance and does not require any additional effort,

the likelihood of change or improvement is diminished. For example, “Turn in lesson plans” will not be an appropriate objective because submission of lesson plans is a routine job expectation.

- ***Objectives that are too ambitious or unrealistic***

Objectives should first address problems related to meeting the Kentucky Teacher Standards. The principal and resource teacher should help you remain realistic and reasonable in setting objectives. Many interns are overly conscientious and may want to set objectives that are far too ambitious to accomplish. For instance, an intern may identify the objective of “using technology in every lesson” regardless of whether it will be appropriate in all situations. Objectives should be designed to challenge, not frustrate.

4. Select activities that will allow you to develop and use skills and knowledge to achieve your objectives. Your committee members and colleagues in your school are excellent sources for good teaching materials and guidance. You may want to consider some of the following activities:
 - Observing a colleague who is teaching subject matter and students similar to yours or who handles classroom management effectively. Such observations should be focused on helping you get specific ideas, rather than just watching.
 - Developing with your resource teacher a lesson in which you will try to use a new strategy or skill. Have the resource teacher observe your teaching and follow up with a discussion and feedback on your efforts.
 - Participating in school/district staff development programs such as Response to Intervention or district initiatives focused on classroom management or data analysis. Follow up your participation with discussion with colleagues and initial attempts to implement suggested strategies.
 - Attending state or national conferences focusing your attention on finding ideas to help you achieve your work plan objectives.
5. Provide evidence in your progress reports that your PGP activities are having a positive impact on student learning by including documentation such as observations, inclusion of new strategies in your lesson plan(s), and data on student performance derived from pre-, formative, and summative assessments. If it is too early for your growth activities to yield evidence of student learning/achievement, provide evidence of how the activities have had an impact on your instruction.

Component II: Professional Responsibilities

Task E: Assesses and Manages Professional Growth

Kentucky Teacher Standards Self-Assessment

To initiate the development of your Professional Growth Plan (PGP), prior to the Orientation Meeting, assess your level of performance on each of the indicators by entering a number between one (1) and four (4) in the blanks to the left of each indicator. **The scale to be used is: (1) limited, (2) some, (3) adequate and (4) extensive.** You may wish to examine the rubric for each indicator on the Intern Performance Record (IPR) to see the range of performance.

You will repeat this self-assessment process in Cycle 3 as part of your final assessment of professional growth and identification of future areas for professional growth.

STANDARD 1: The Teacher Demonstrates Applied Content Knowledge

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

Performance Criteria: The extent to which you:

<u>Orientation Self-Assessment</u>	<u>Cycle 3 Self-Assessment</u>	
<input type="checkbox"/>	<input type="checkbox"/>	1.1 Communicate concepts, processes and knowledge.
<input type="checkbox"/>	<input type="checkbox"/>	1.2 Connect content to life experiences of students.
<input type="checkbox"/>	<input type="checkbox"/>	1.3 Demonstrate instructional strategies that are appropriate for content and contribute to student learning.
<input type="checkbox"/>	<input type="checkbox"/>	1.4 Guide students to understand content from various perspectives.
<input type="checkbox"/>	<input type="checkbox"/>	1.5 Identify and address students' misconceptions of content.

STANDARD 2: The Teacher Designs and Plans Instruction

The teacher designs and plans instruction that develops students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria: The extent to which the planning demonstrates that you:

<u>Orientation Self-Assessment</u>	<u>Cycle 3 Self-Assessment</u>	
<input type="checkbox"/>	<input type="checkbox"/>	2.1 Develop significant objectives aligned with standards.
<input type="checkbox"/>	<input type="checkbox"/>	2.2 Use contextual data to design instruction relevant to students.
<input type="checkbox"/>	<input type="checkbox"/>	2.3 Plan assessments to guide instruction and measure learning objectives.
<input type="checkbox"/>	<input type="checkbox"/>	2.4 Plan instructional strategies and activities that address learning objectives for all students.
<input type="checkbox"/>	<input type="checkbox"/>	2.5 Plan instructional strategies and activities that facilitate multiple levels of learning

STANDARD 3: The Teacher Creates and Maintains Learning Climate

The teacher creates a learning climate that supports the development of students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria: The extent to which you:

Orientation Self-Assessment	Cycle 3 Self-Assessment		
<input type="checkbox"/>	<input type="checkbox"/>	3.1	Communicate high expectations.
<input type="checkbox"/>	<input type="checkbox"/>	3.2	Establish a positive learning environment.
<input type="checkbox"/>	<input type="checkbox"/>	3.3	Value and support student diversity and address individual needs.
<input type="checkbox"/>	<input type="checkbox"/>	3.4	Foster mutual respect between teacher and students and among students.
<input type="checkbox"/>	<input type="checkbox"/>	3.5	Provide a safe environment for learning.

STANDARD 4: The Teacher Implements and Manages Instruction

The teacher introduces, implements, and manages instruction that develops students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria: The extent to which you:

Orientation Self-Assessment	Cycle 3 Self-Assessment		
<input type="checkbox"/>	<input type="checkbox"/>	4.1	Use a variety of instructional strategies that align with learning objectives and actively engage students.
<input type="checkbox"/>	<input type="checkbox"/>	4.2	Implement instruction based on diverse student needs and assessment data.
<input type="checkbox"/>	<input type="checkbox"/>	4.3	Use time effectively.
<input type="checkbox"/>	<input type="checkbox"/>	4.4	Use space and materials effectively.
<input type="checkbox"/>	<input type="checkbox"/>	4.5	Implement and manage instruction in ways that facilitate higher order thinking.

STANDARD 5: The Teacher Assesses and Communicates Learning Results

The teacher assesses learning and communicates results to students and others with respect to students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria: The extent to which you:

Orientation Self-Assessment	Cycle 3 Self-Assessment		
<input type="checkbox"/>	<input type="checkbox"/>	5.1	Use pre-assessments.
<input type="checkbox"/>	<input type="checkbox"/>	5.2	Use formative assessments.
<input type="checkbox"/>	<input type="checkbox"/>	5.3	Use summative assessments.

- | | | | |
|--------------------------|--------------------------|-----|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 5.4 | Describe, analyze, and evaluate student performance data. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5.5 | Communicate learning results to students and parents. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5.6 | Allow opportunity for student self-assessment. |

STANDARD 6: The Teacher Demonstrates the Implementation of Technology

The teacher uses technology to support instruction, access and manipulate data, enhance professional growth and productivity, communicate and collaborate with colleagues, parents, and the community, and conduct research.

Performance Criteria: The extent to which you:

- | Orientation
<u>Self-Assessment</u> | Cycle 3
<u>Self-Assessment</u> | | |
|---------------------------------------|-----------------------------------|-----|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 6.1 | Use available technology to design and plan instruction. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6.2 | Use available technology to implement instruction that facilitates student learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6.3 | Integrate student use of available technology into instruction. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6.4 | Use available technology to assess and communicate student learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6.5 | Demonstrate ethical and legal use of technology. |

STANDARD 7: The Teacher Reflects On and Evaluates Teaching and Learning

The teacher reflects on and evaluates specific teaching and learning situations and/or programs.

Performance Criteria: The extent to which you:

- | Orientation
<u>Self-Assessment</u> | Cycle 3
<u>Self-Assessment</u> | | |
|---------------------------------------|-----------------------------------|-----|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 7.1 | Use data to reflect on and evaluate student learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7.2 | Use data to reflect on and evaluate instructional practice. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7.3 | Use data to reflect on and identify areas for professional growth. |

STANDARD 8: The Teacher Collaborates with Colleagues/Parents/Others

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria: The extent to which you:

- | Orientation
<u>Self-Assessment</u> | Cycle 3
<u>Self-Assessment</u> | | |
|---------------------------------------|-----------------------------------|-----|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 8.1 | Identify students whose learning could be enhanced by collaboration. |
| <input type="checkbox"/> | <input type="checkbox"/> | 8.2 | Design a plan to enhance student learning that includes all parties in the collaborative effort. |
| <input type="checkbox"/> | <input type="checkbox"/> | 8.3 | Implement planned activities that enhance student learning and engage all parties. |

☐☐

8.4 Analyze data to evaluate the outcomes of collaborative efforts.

STANDARD 9: The Teacher Evaluates Teaching and Implements Professional Development

The teacher evaluates his or her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the necessary skills and processes, and implements a professional development plan.

Performance Criteria: The extent to which you:

<u>Orientation Self-Assessment</u>	<u>Cycle 3 Self-Assessment</u>	
<input type="checkbox"/>	<input type="checkbox"/>	9.1 Self-assess performance relative to Kentucky Teacher Standards.
<input type="checkbox"/>	<input type="checkbox"/>	9.2 Identify priorities for professional development based on data from self-assessment, student performance, and feedback from colleagues.
<input type="checkbox"/>	<input type="checkbox"/>	9.3 Design a professional growth plan that addresses identified priorities.
<input type="checkbox"/>	<input type="checkbox"/>	9.4 Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.

Standard 10: The Teacher Provides Leadership within School, Community, and Profession

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

Performance Criteria: The extent to which you:

<u>Orientation Self-Assessment</u>	<u>Cycle 3 Self-Assessment</u>	
<input type="checkbox"/>	<input type="checkbox"/>	10.1 Identify leadership opportunities that enhance student learning and/or professional environment.
<input type="checkbox"/>	<input type="checkbox"/>	10.2 Develop a plan to engage in leadership activities.
<input type="checkbox"/>	<input type="checkbox"/>	10.3 Implement a plan for engaging in leadership activities.
<input type="checkbox"/>	<input type="checkbox"/>	10.4 Analyze data to evaluate the results of planned and executed leadership efforts.

Analysis of Self-Assessment Data

1. Review your self-assessment for each Kentucky Teacher Standard, especially noting all the indicators you rated as (1) limited or (2) some.
2. Carefully read each of the ten tasks presented in the TPA Workbook to get a clear understanding of the performance expectation for each task and the standard(s) addressed by each task.
3. Use the insights gained from reviewing your self-assessment data and carefully reading the TPA tasks to begin to:
 - Identify your strengths in terms of tasks and related standards.
 - Identify areas for growth (tasks and related standards for which you might need support or assistance to be successful) and types of professional development you will need.

Task E

Assess and Manage Professional Growth

Intern Name: _____ Date: _____ Cycle: _____

Prior to Cycle 1 Committee Meeting

1. Identifying strengths and Areas for Growth

Using the analysis of your self-assessment, student performance data, and feedback from your resource teacher, work with your resource teacher to identify your strengths and areas for professional growth related to the Kentucky Teacher Standards

- Strengths
- Areas for Growth

2. Identifying Priority Areas for Growth

From the identified areas for growth, identify two or three priority areas – areas for growth that if addressed would most improve your ability to facilitate student learning and meet the Kentucky Teacher Standards.

- Priority Area 1
- Priority Area 2
- Priority Area 3

Considering the context of your school, data about your students, and the analysis of your self-assessment data, what types of professional development do you think you need?

Cycle 1 Committee Meeting

Your committee will meet with you to reconcile the strengths and priority areas the members identified in Cycle 1 with those you have identified. At that time, you will determine appropriate professional growth activities for Cycle 2. Using the Professional Growth Work Plan template, develop a work plan for each identified Priority Area for Growth. Your work plans must be sent to your committee for review and approval.

Task E

Professional Growth Plan

Intern Name: _____ Date: _____ Cycle: _____

Professional Growth Work Plan

(Each work plan must be approved by your committee before implementation.)

Priority Area for Growth: _____ Standard # _____

Professional Growth Objective:

Activities	Timeline	Assistance/Resources Needed

How will progress in addressing this area for growth be assessed?

Cycle 2

Progress Update

Provide evidence in your progress update that your PGP activities are having a positive impact on student learning. If it is too early for your growth activities to yield evidence or student learning/achievement, provide evidence of how the activities have had an impact on your instruction.

Cycle 3**Final Self-Assessment**

- Discuss the progress made in addressing each Priority Area for Growth identified in your work plans. Did you achieve your professional growth objectives?
- Using the Kentucky Teacher Standard Self-Assessment, conduct a Cycle 3 assessment of your performance level on each standard. Compare this final assessment with your orientation self-assessment and identify specific areas of growth.
- Discuss how the professional development activities completed during the year have improved your instructional effectiveness and student learning.

Task F
Leadership
<p>Task Overview: In conjunction with your committee, identify a project you can initiate and implement (or take a leadership role in an existing project) during your internship that will demonstrate your ability to provide professional leadership as a teacher.</p> <p>Your committee members will review and evaluate your performance on this task using Standard 10 – Provides Leadership within School/Community/Profession.</p>

Guidelines for Completing Task F

Teacher leaders are accomplished teachers who inspire students to learn and achieve and who serve as change agents for excellence in education within the classroom and school community.

With your committee and using TPA guidelines, brainstorm possible projects, and then identify a project you can initiate and implement during your internship that will demonstrate your ability to provide leadership as a teacher and professional. Your project should address an area of need in your school or district or extend a current project of development. The specific project you choose should give you the best opportunity possible to demonstrate that you can contribute meaningfully in a group effort resulting in a contribution to student learning and/or the professional environment of the school.

The project may be one where you:

- Work with your colleagues on a program to improve learning opportunities for students in your school. Be specific about your role in leading the project.
- Involve caregivers, members of the school community, or agencies in efforts to improve learning conditions, apply a concept, or remove barriers to learning.
- Develop and implement and/or facilitate strategies for parents or caregivers to become active participants in student learning.
- Organize, implement, and facilitate strategies for community involvement.
- Be actively involved on task force(s) or committee(s) at a school, district, or community level and complete a leadership project you will conduct as a result of that involvement.
- Develop and conduct professional development sessions as a result of a leadership role on topics such as use of technology in analyzing test data, new technology, and student use of technology, 21st century skill development, Response to Intervention, or teacher learning communities.
- Plan grade level or departmental level field trips based on the state-approved and school-approved curriculum documents.
- Develop and update safety manuals for shops or labs.
- Plan and implement parent reading nights, health fairs, or career days with meaningful evaluations.
- Develop a new, specific tutoring plan for students ineligible for sports.
- Develop a professional learning community within your school/team to improve student learning.

The leadership project is not:

- An opportunity to assign the intern a task that is too cumbersome for one teacher, someone's pet project, or one that no other teacher will tackle.
- Coaching. Sports are important, but KTIP is an assessment of a teacher's classroom/school performance focused on students' academic achievement.
- A seat as a department chair or SBDM member or committee chair.
- An exact repeat of what has already been implemented within the classroom, school, or district.

Supplemental MSD recommendations – Here are a few examples of leadership projects that might be considered by MSD teachers, in addition to those identified in the Teacher Performance Assessment Handbook:

- Develop a peer tutoring or buddy program.
- Organize, research information for, and conduct a workshop for parents (e.g., guardianship, supported employment, transition) with meaningful evaluations.

- Organize, research information for, and conduct professional development for staff (e.g., AT, communication systems, behavior management, and confidentiality) with meaningful evaluations.
- Provide consultation for general educators on strategies for students with special needs who may not qualify for special education services.
- Develop an age-appropriate community-based instruction program.
- Take an active and specific role in advocacy organization for persons with special need and complete a leadership project you will conduct as a result of that involvement.
- Develop and implement a plan for students taking a leadership role in their own IEPs.

Component II: Professional Responsibilities

Task F: Demonstrate Professional Leadership

Intern Name: _____ **Date:** _____ **Cycle:** _____

Orientation meeting

Discuss leadership ideas for possible leadership project. With the guidance of your committee, select a project.

Identification of Project

After the orientation meeting, provide a brief description of the project and the rationale for selecting this project.

Leadership Project Work Plan

(This work plan must be approved by your committee before implementation.)

Objective(s)/Learning Targets

Identify your measureable objectives for this project. (What do you plan to accomplish with this project?)

Assessment

How will you determine the impact of your project on student learning and/or school environment?

Activities	Timeline	Persons Involved and Their Roles	Resources Needed

How and with whom will the results of your project be shared?

Cycle 1 Progress Reports

Briefly document the progress made on your project.

Cycle 2 Progress Report

Briefly document the progress made on your project.

Cycle 3 Report

Reflect on what your project accomplished regarding student learning and/or the professional environment of the school. What did you learn from your leadership experience – what worked, what did not work, and why?

Component III: Instructional Unit Overview

Tasks G - J

The Instructional Unit, a two- to four- week unit of instruction for one class, includes the following:

1. Plans for instruction and assessment that are aligned with the desired learning outcomes
2. The teaching of the content
3. The organization, analysis of, and reflection on evidence of student progress toward attainment of the desired learning outcomes

The Instructional Unit consists of the following tasks:

Task	Description of Task
G. Designing the Instructional Unit	<p>After selecting the content (topic, knowledge, skills) for the instructional unit, write a description of the unit (the plan). The Task G template provides the guidelines that must be addressed as you design the instructional unit. Your unit must connect to the Kentucky Core Content, Program of Studies, and/or Kentucky Core Academic Standards. Utilize the KDE Website, your district curriculum maps, PLC groups, 21st Century Skills documents, the school improvement plan, and/or an analysis of student data as you design your unit objectives.</p> <p>Supplemental MSD recommendations – Recognizing that students may require repeated instructional trials to meet objectives, the MSD teacher may</p> <ul style="list-style-type: none"> • Systematically embed functional IEP objectives (e.g., basic math skills, motor skills, switch use, communication, social skills) in ongoing units of instruction (e.g., solar system) in general education or resource room settings. • Repeat lessons in ongoing units of instruction (e.g., cell meiosis/mitosis, Pythagorean theorem) until criterion is met on specific objectives, especially in regard to core content identified for instruction on the state’s alternate assessment, as a supplement to instruction in the general education setting. <p>Embed core content (e.g., math, reading, science) within instructional programs on functional IEP objectives (e.g., cooking) delivered in general education (e.g., consumer science) or resource room settings or within peer activities (e.g., service learning projects).</p>
H. The Assessment Plan	<p>The second task of the instructional unit provides information about the assessment plan; the pre- and summative assessments; and the alignment of objectives, assessments, and instructional strategies/activities.</p>

	<p>Supplemental MSD recommendations – In order to make data-based decision for students, the MSD teacher should</p> <ul style="list-style-type: none"> • Ensure that objectives are written in behavioral terms and that the data collected during assessment match the behaviors stated on the objectives. • Collect formative data on objectives targeted for instruction, especially those identified on the students’ IEPs or the state’s alternate assessment. • Graph formative data on a regular basis so progress can be monitored through visual analysis and instruction can be modified, as needed. <p>Conduct pre- and post-instruction assessments for generalization to ensure that students have acquired concepts and real-world applications of content.</p>
I. Designing Instructional Strategies and Activities	<p>Design a set of learning strategies and activities that you believe will best enable all students in your class to achieve the learning outcomes.</p>
	<p>Supplemental MSD recommendations – The MSD teacher should</p> <ul style="list-style-type: none"> • Use instructional strategies that have been established in the professional literature as being effective in teaching students (e.g., system of least prompts, time delay, simultaneous prompting, video prompting and modeling, instructive feedback, embedded instruction, multiple exemplars). • Consider the different modalities through which individual students acquire content. • Consider the different ways in which individual students communicate understanding. <p>Determine adaptations (e.g., AT) and accommodations on an individual basis.</p>
J-1. Reflecting on the Impact of Instruction	<p>This task will be used to describe the impact on student achievement through an analysis of and a reflection upon student performance. Included in the reflection will be a description of the refinement of future lesson(s) in order to improve student achievement. There are three (3) templates to complete for this task.</p>

	<p>Supplemental MSD recommendations – The MSD teacher should</p> <ul style="list-style-type: none"> • Use visual analysis of graphed data as one way to determine student progress on specific objectives. • Collect and examine permanent projects (e.g., work samples, tests) over time as another way to determine student progress on specific objectives. • Apply data-based decision rules (e.g., failure to make progress after 5 days of instruction) for making systematic changes in future instruction (e.g., increase opportunities to respond, teach prerequisite skills, change reinforcers, decrease amount of content, provide adaptations) if progress is not evident. <p>Assess each phase of learning (i.e., acquisition, fluency, maintenance, generalization) before determining that the objective has been mastered. (Note that only one modification should be made at a time.)</p>
J-2. Communication and Follow-Up	<p>This task will be used to describe how you used formative assessment data to guide your instruction and the feedback about the instructional unit to students, parents/caregivers, and colleagues.</p> <p>Supplemental MSD recommendations – The MSD teacher should</p> <ul style="list-style-type: none"> • Share graphed data with stakeholders as a simple way to communicate progress. • Explain to stakeholders that progress may consist of the need for <i>less</i> assistance over time (e.g., responding to a verbal or model prompt instead of needing hand over hand assistance) when independence has not been reached. <p>Facilitate, to the extent possible, self-determination by involving students in self-recording and graphing their own progress data and in setting their own performance goals for future instruction</p>

- You must submit draft copies of Task G and Task H templates for committee review and feedback before completing Task I.
- You must submit draft copies of Task I templates for committee review and feedback before you implement your unit.

Your performance on designing, teaching, and evaluating your unit of instruction, Tasks G – J, will be evaluated by the rubrics on:

- Standard 1 – Demonstrates Applied Content Knowledge
- Standard 2 – Designs & Plans Instruction
- Standard 5 – Assesses & Communicates Learning Results
- Standard 6 – Demonstrates Implementation of Technology
- Standard 7 – Reflects on & Evaluates Teaching & Learning

Component III: Instructional Unit

Task G: Designing the Instructional Unit

Directions for Completing Task G

The instructional unit and objectives that you select must be directly related to the Program of Studies, Kentucky Core Content and/or the Kentucky Core Academic Standards. Refer to curriculum documents on the KDE Website <http://www.education.ky.gov/> for instruction guidelines, content emphasis, objectives, and ideas for instruction at each grade level.

Supplemental MSD recommendations –

While the unit designed for KTIP will address the Program of Studies, Kentucky Core Content and/or Kentucky Core Academic Standards, it should be recognized that the unit also may address behavioral objectives from the students' IEPs that may be functional in nature. In fact, an essential competency for teachers of students with MSD is how to blend core content and life skill instruction

The instructional unit should include the following:

1. Unit Title and Unit Duration.

- 2. Identify Unit Objectives:** Your unit objectives will connect to the Program of Studies, Core Content and/or the Kentucky Core Academic Standards. Use any available resources that your school has to help identify your unit objectives. These include curriculum maps designed from standards, skills identified during professional learning team meetings, or other references that show a direct connection to the standards and the needs of students based on analyzed data.

When you identify the objectives in this unit of study, you may use the schema or descriptors of your choosing, but you should indicate the different kinds of learning expected from your students, e.g., critical thinking, comparing and contrasting, creating.

- 3. Knowledge, reasoning, performance skills, and/or products:** Indicate where these will be identified within the standard(s) that are addressed in the unit objectives.
- 4. Differentiated Instruction:** Describe the characteristics of your students who will require differentiated instruction.
- Describe how their diverse needs impact instructional planning for the unit.
 - Describe the strategies you will use to address those needs.
- 5. Overview of Technology:** Provide an overview of technology that will be integrated to enhance instruction and demonstrate student use of technology. This technology is not limited to only those students who have assistive technology needs. See Appendix C on page ____ for an example of a technology template you may want to use.
- Describe the technology
 - Describe how it will be used in the classroom
 - Describe the student use of technology

Component III: Instructional Unit
<u>Task G: Designing the Instructional Unit</u>
Intern Name: _____ Date: _____ Cycle: 3 # of Students: _____ Age/Grade Level _____ Content _____
Unit Title: _____ Unit Duration: _____
Respond to the following items:
1) Identify unit objectives. Show the connection of the objectives to the state curriculum documents, i.e., Program of Studies, Kentucky Core Content, and/or Kentucky Core Academic Standards. Utilize district curriculum maps, PLC data, content literacy plans, 21 st Century Skills, etc., to help formulate the unit objectives.
2) Indicate the knowledge, reasoning, performance skills, and/or products that underpin the standard(s) addressed by the unit objectives.
3) Describe the characteristics of your students identified in Task A-1 who will require differentiated instruction to meet their diverse needs.
4) Provide an overview of technology that will be integrated to enhance instruction and demonstrate student use of technology.

Component III (continued): Instructional Unit

Task H: The Assessment Plan

Directions for Completing Task H

In this section of the instructional unit, you will provide information about your assessment plan, your pre-and summative assessments and the alignment of objectives, assessments, and instruction.

You will outline how you will assess your students throughout the unit, in alignment with your learning objectives and the knowledge, reasoning, performance skills, and/or products. The assessments are aligned when:

- Pre- and summative assessments address the same material and the same objectives/learning targets
- Assessments are consistent with the types of knowledge and skills identified in your objectives, and
- Instruction given is matched to objectives and to the way students must demonstrate knowledge and skills in assessments.

Note: The description of your assessment plan must include both formative and summative measures conducted at key points during instruction, e.g., pre-assessment(s), observations of student work, oral questions, formative assessment model(s), summative assessment model(s) etc.

Supplemental MSD recommendations – The MSD teacher should

- Collect data on baseline performance prior to instruction to determine the need for instruction and the starting point of instruction (e.g., reading or math level).
- Make clear which phases of learning (i.e., acquisition, fluency, maintenance, generalization) are being addressed with the understanding that this may vary across students.
- Use data collection methods that are appropriate to the phase of learning being addressed (e.g., fluency – assess number of math problems correctly worked per minute; maintenance – assess independent performance of response without feedback over time; generalization – assess performance of correct response across persons, settings, or materials).
- Use data collection methods that are appropriate to the specific instructional strategy being used (e.g., system of least prompts - type of assistance needed to perform correct response; time delay - ability to perform correct response within a set number of seconds prior to or following a prompt; simultaneous prompting - ability to perform independent response during probe trial).
- Collect performance data a minimum of once per week in order to assess progress and modify instruction, as needed.
- Require that students who meet criterion continue to demonstrate criterion performance without feedback (e.g., praise) over time (e.g., 3-5 days) before ending instruction on an objective.

1. Complete the template for the pre-assessment plan. You will

- Identify unit objectives aligned to the pre-assessment.
- List the type(s) of pre-assessment items, including student self-assessments.
- Include a copy and rubrics of the pre-assessment, including student self-assessments.
- Indicate which items/performance measure the attainment of unit objectives.
- Use the **Assessment Design Checklist** on the following page to evaluate your pre-assessment.

Template Example (does not include required assessment(s) or rubric(s)):

Pre-Assessment Plan

Unit Objectives	Type of Assessment	Items/performance measuring attainment of unit objective
1. Students will identify the relationship between geometric figures and fractional parts	Selected Response (e.g. multiple choice)	1. Questions 1; 5; 8; 9; Rubric CR 1
2. Students will construct geometric designs based on fractional parts.	Constructed Responses (e.g. ORQ)	2. Questions 16; 18; 22; 30; Rubric CR 2

2. Pre-instruction Assessment Analysis

- After administering the pre-instructional assessment and using the learning outcomes as well as any other information collected in your pre-assessment instrument, analyze initial student performance.
- After reviewing student self-assessment data, identify learning targets students acknowledge having/needing.
- Attach tables, charts, or graphs to present the results of the pre-assessment in a format that allows you to identify patterns of student performance as a whole and for groups of students who have diverse needs relative to each learning outcome.
- Describe the patterns you found.
- Discuss the implications of the pre-assessment results for your design of instruction.
- Describe how your awareness of achievement gaps within your student group will guide your instruction.
- Utilize the template for J-1 to begin collecting data for the analysis section of the instructional unit.

3. Complete the template for the summative assessment plan. You will identify the same areas as with the pre-assessment. A copy of the summative assessment and rubric(s) must be attached.

- Identify the alignment between the summative assessments and the unit objectives. The summative assessment will identify the same objectives or learning targets as the pre-assessment. The summative assessment could be a repeat of the pre-assessment, a parallel form of the pre-assessment, or a different assessment that covers the exact same content.
- List the type(s) of assessment items.
- Include copies of rubrics for the summative assessments.
- Indicate which items/performance measure the attainment of which unit objectives.
- Use the **Assessment Design Checklist** to evaluate your summative assessment.

(Note: Formative Assessments and analysis will be addressed in Task I).

4. Describe the accommodations/adaptations for pre- and summative assessments. Accommodations are those practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.

5. Describe any technology integration for your pre- and summative assessments.

- Describe the purpose of the technology and how it was used.
- Describe how you will incorporate technology to develop, implement, and/or analyze your assessments for this unit.

Assessment Design Checklist

Assessors will rate the following elements of each pre- and summative assessment s included in the teacher performance assessment. A careful review of each element is recommended.

If paper-pencil tests were used as pre- and summative assessments, do these tests adhere to the principles of good test construction?		
	Yes	No
• Are the directions for students complete and clear?		
• Are all test items understandable?		
• Is the test appropriately organized? i.e., item types organized by section, easiest to most difficult? (e.g., matching, multiple choice, fill-in-the-blank, essay)		
• Is the number of points to be awarded for each item specified?		
• Are the scoring rubrics/criteria complete and clear?		
• Are the test items aligned with unit objectives?		

If activities or assignments were used as pre- and summative assessments, do these activities or assignments adhere to principles of good assessment?		
	Yes	No
• Are the directions for students complete and clear?		
• Is there an explanation of how the assignment/activity will be evaluated (scored or graded)?		
• Is there an explanation of the conditions under which the activity/assignment is to be performed (independent/group)?		
• Is there a timeline for completion?		
• Are the scoring rubrics/criteria complete and clear?		
• Are the activities or assignments aligned with unit objectives?		

Component III: Instructional Unit

Task H: The Assessment Plan

Intern Name: _____ Date: _____ Cycle: _____

1. Pre-Assessment Plan (See Sample on Page 46.)

Unit Objectives	Type of Assessment	Items/performances measuring attainment of unit objective

2. Pre-instruction Assessment Analysis (attach tables, charts, graphs, or extended narratives to support your analysis)

3. Summative Assessment Plan (Utilize Sample of Pre-Assessment Plan.)

Unit Objectives	Type of Assessment	Items/performances measuring attainment of unit objective

4. Accommodations / Adaptations for Pre- and Summative Assessments

5. Technology Integration for Pre- and Summative Assessments

Component III: Instructional Unit

Task I: Designing Instructional Strategies and Activities

Directions for Completing Task I

Design a set of learning strategies and activities that you believe will best enable all students in your class to achieve your learning outcomes. As you create your instructional plan, keep in mind the Standard 2 indicators and associated performance levels.

Supplemental MSD recommendations – In designing instruction and activities, the MSD teacher should use evidenced-based practices that include

- Using errorless learning strategies (e.g., system of least prompts, time delay, simultaneous prompting) to increase the likelihood that students will experience success and decrease the likelihood that students will make and practice errors and exhibit inappropriate behavior in response to frustration.
- Using embedded trial instruction during large group instruction and routine activities.
- Adding extra non-targeted content during instruction to increase the amount of learning that takes place (e.g., state the definition of a word when praising a student for reading the word).
- Using practices that facilitate generalization, including (a) systematically varying the materials, settings, instructors, and instructional cues during instruction; (b) teaching with materials that reflect the real world; and (c) teaching in natural settings where skills are needed.
- Creating task analyses of skills to be taught (e.g., sequence for working math problem with regrouping).
- Using adaptations (e.g., picture symbols) or AT (e.g., switches to communicate a response), as needed.
- Providing clear intentional cues that require students to indicate that they are attending (e.g., put finger on first word on page) prior to providing instruction.
- Providing consistent feedback (e.g., praise, error correction) following student responses until criterion is met.
- Providing massed discrete trial instruction on prerequisite skills, when needed (e.g., teaching basic vocabulary needed in a unit of instruction).
- Making clear real-life connections when teaching core content to facilitate successful transition beyond the school setting.

Instructional Unit Design Template

Using the Task I Unit Organizer template, outline **all** the lessons designed to facilitate student learning of the unit objectives. Your lessons should include a variety of appropriate instructional strategies and activities you believe will best enable all students in your class to achieve. As you create your instructional plan, keep in mind the Standard 2 indicators and associated performance levels.

For each lesson:

- Identify the unit objective addressed (by number only).
- Describe the specific lesson objective/learning target that is aligned to the unit objective.
- Describe the formative assessment(s) that will be utilized for the objective.
- Describe the differentiated assessment plan.
- Describe the strategies/activities you plan to use.
- Describe differentiated strategies/activities to meet diverse student needs.
- Describe the media/technologies/resources used for the lessons.
- Describe how you will use technology to enhance instruction and how students will use technology to enhance/facilitate their learning.

Cycle 3 Observations

- Within your outline of lessons, identify with an asterisk (*) the lesson(s) you plan to video or have observed.
- Include one fully developed lesson plan (Task A) for the video lesson or three fully developed lesson plans for the lessons to be observed.
- Include Task C for each lesson being observed.

Component III: Instructional Unit

Task I: Designing Instructional Strategies and Activities

Lesson #	Unit Objective #	Lesson Objectives/ Learning Target	Formative Assessment(s)	Instructional Strategies/Activities
			Assessment Description: Differentiated Assessment Plan:	Strategies/Activities: Differentiated Strategies/Activities: Media/Technologies/Resources:
			Assessment Description: Differentiated Assessment Plan:	Strategies/Activities: Differentiated Strategies/Activities: Media/Technologies/Resources:
			Assessment Description: Differentiated Assessment Plan:	Strategies/Activities: Differentiated Strategies/Activities: Media/Technologies/Resources:

Use of Technology for Instruction

Describe how you will use technology to enhance instruction and how students will use technology to enhance/facilitate their learning.

Component III: Instructional Unit

Task J-1: Organizing and Analyzing the Results Reflecting on the Impact of Instruction

Directions for Completing Task J-1

After you have taught the instructional unit and administered the summative assessment, your next task is to organize and analyze the assessment results. You will complete the following tables for J-1:

1. Organizing and Analyzing the Results (Whole Class)
2. Organizing and Analyzing the Results (Diverse Learners)

Supplemental MSD recommendations – The MSD teacher should organize and analyze results and reflect on the impact of instruction:

- Make decisions based on both group and individual data before moving forward in a sequence of lessons.
- Address individual objectives for each student when conducting group instruction (e.g., number identification, problem computation, calculator use in a math lesson).
- Make modifications in instruction when students fail to make progress over a set period of time.
- Use the information gained from reflection about students' performance to guide professional development decisions.

Add additional rows to the table as needed to identify each student in your class(es).

Supplemental MSD recommendations – See template labeled Task J-1 and complete in the context of students with MSD using Task J-1 recommendations noted above. When completing Task J-1, please note students with MSD have individual objectives that need to be considered and may not align perfectly with template J-1, which is based on a set of class wide objectives. Unit objectives can be based on different objectives per student as defined in the IEP.

Component III: Instructional Unit

Task J-1: Organizing and Analyzing the Results Reflecting on the Impact of Instruction

Name:

Date:

Task J-1

Organizing and Analyzing the Results (Whole Class)

Students	Pre	Unit Objectives Mark each objective met with an X for pre-assessment.								Summative	Unit Objectives Mark each objective met with an X for summative assessment.								Analysis for Individual Instruction:
		1	2	3	4	5	6	7	8		1	2	3	4	5	6	7	8	

Implications for Whole Class Instruction:

Name:		Date:		Gap Group/Diverse Learners:															
Task J-1 Organizing and Analyzing the Results (Diverse Learners)																			
Students	Pre	Unit Objectives Mark each objective met with an X for pre-assessment.								Summative	Unit Objectives Mark each objective met with an X for summative assessment								Analysis for Individual Instruction:
		1	2	3	4	5	6	7	8		1	2	3	4	5	6	7	8	

Implications for Instruction of Diverse Learners:

NOTE: Although there is no requirement that pre and summative assessments must be paper-pencil tests, you must have a way of determining gains in knowledge and skills. You will need to know precisely what behaviors or practices you are assessing when you use a project or activity as your means of pre- and summative assessment.

3. Reflecting on the Impact of Instruction

Based on your organization and analysis of the assessment data and from the chart, graph, or table from Task H, complete the following template, *Task J-1, Reflecting on the Impact of Instruction*. Typically, a majority of students (more than 50 percent)

will meet the objectives that are established. However, it is unlikely that all students will meet all of the objectives all of the time.

When students do not meet the objectives, you must reflect on the objectives themselves, the planned assessment(s), and the instruction that took place.

Also be sure to complete Task C: Reflection for the lesson(s) being observed in Cycle 3.

Component III: Instructional Unit

Task J-1: Reflecting on the Impact of Instruction

Intern Name: _____ Date: _____

1. Select the unit objective on which your students were most successful, based on your analysis of student learning. Based on samples of student work, provide two or more possible reasons for this success.
2. Select the unit objective on which your students were least successful, based on your analysis of student learning. Based on samples of student work, provide two or more possible reasons for this lack of success.
3. Describe the performance of the identified diverse or gap group(s) in your class compared to the performance of the class as a whole. What factors contributed to their success/failure?
4. Since the conclusion of the instructional unit, what have you done to ensure that all your students are making continuous progress? What are your plans to address issues identified in the unit?
5. Based on your reflection about your student's performances, describe at least two areas for professional growth that you believe has the potential to increase your instructional effectiveness and thereby improve your students' learning.

Directions for Completing Task J-2

Using the Task J-2 template, document the information provided and the methods used to communicate with students, parents/caregivers, and colleagues regarding classroom expectation, student progress, and how students, parents/caregivers, and colleagues can become more involved in learning.

Supplemental MSD recommendations: The MSD teacher should:
<ul style="list-style-type: none"> • Meet on a regular basis with parents/caregivers, general educators, related service personnel, paraprofessionals, and others as appropriate to discuss modifications in instruction when learning is not taking place. • Use the IEP meeting as a forum to collaborate with stakeholders in re-evaluating individual objectives and discussing possible modifications.

Component III: Instructional Unit			
Task J-2: Communication and Follow-Up			
Intern Name: _____ Date: _____			
<ol style="list-style-type: none"> 1. Describe how you used formative assessment data to monitor student progress and guide instruction throughout the unit. Give specific examples. 2. What opportunities for self-reflection did you offer the students? 3. As indicated in the table below, describe the information provided to the students, parents/caregivers, and colleagues. Include how you communicated that information. 			
Information Provided and Methods Used			
Group	Prior to Instruction	During Instruction	After Instruction
Students			
Parents/Caregivers			
Colleagues			
<ol style="list-style-type: none"> 4. Reflect on the information you communicated with students, parents/caregivers, and colleagues and the methods you used. To what extent did the methods used involve one-way communication that required no response or two-way communication that required or elicited responses and/or involvement? 5. How could you modify the information and communication methods you provided above to increase each group's involvement in the students' learning process? 			

Technology Log- Teacher and Student Use (Optional Documentation)

Project	Date	Reflection
		;

Glossary

This section provides general definitions for some of the terms frequently used in the KTIP materials.

Accommodations

Practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.

Alignment

The consistency among objectives, pre-assessments, instruction, formative assessments, and summative assessments.

Analysis of Data

Includes collecting and compiling a variety of student performances in order to make inferences about the level of student understanding as compared with standards.

Artifacts

Documents or pieces of evidence that are used to support teacher performance assessment entries. Good artifacts should demonstrate the active thought processes of students, not just the ability to recall facts.

Benchmarks

Models of performance that illustrate, by way of example, standards of teaching at different levels.

Collaborating:

Exchanging information, altering activities, sharing resources and enhancing each other's capacity for mutual benefit and to achieve a common goal. The qualitative difference between cooperating and collaborating is that organizations and individuals are willing to learn from each other to become better at what they do. Collaborating means that organizations share risks, responsibilities, and rewards. It requires a substantial time commitment, very high level of trust, and turf sharing.

Data

Information providing measured evidence of progress.

Developmentally Appropriate

The use of content, instruction, and assessment that meet the students' ability to reason, interpret, focus, communicate, and interact, both socially and academically.

Differentiation

The practice of giving students multiple options for taking in information, making sense of ideas, and expressing what they learn. It provides different avenues to acquire content, to process or make sense of ideas, and to develop products.

Diverse Student Needs

Various learning styles (visual, interpersonal, mathematical), various interest levels, and/or achievement levels (gap groups) which require teachers to provide a diverse learning environment to meet the needs of all students.

ELL

English Language Learners

Exhibits

Documents, artifacts, or other products that demonstrate an intern's performance on a task.

Formative Assessment

All those strategies undertaken by teachers and by students assessing themselves which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessments become formative when the evidence is actually used to adapt the teaching to meet the needs.

Gap Groups

Groups of students in a school or classroom who are not performing at the level of proficiency. They might include those students who are English Language Learners, have IEPs, a 504 plan, or some other special education needs, students in a gender gap, or those who are falling behind because of cultural and/or economic environment.

GSSP

Gifted Student Services Plan

Higher-order Thinking

Comparing, analyzing, synthesizing, evaluating, and applying knowledge by the classroom strategies that go beyond dissemination of factual information.

Holistic Scoring

The process of assigning a single performance level rating based on an overall view of a standard or exhibit. It is an inferential process in which the observer draws some overall conclusions based on evidence gathered from the assessment components using criteria specified by the indicators. The observer assesses the standard as a whole and should resist averaging indicator scores.

IEP

Individualized Education Program designed to meet the unique educational needs of a child who may have a disability, as defined by federal regulations

Intervention

An educational practice, strategy, curriculum, or program to enhance learning for students.

Indicators

Descriptors of each standard on which the intern is evaluated using the Intern Performance Record (IPR).

Instructional Materials

Any print, non-print, or electronic medium of instruction designed to assist students in achieving the academic expectations.

Interdisciplinary

Intentionally developed activities which teach connections across content areas and diminish artificial divisions between subject areas; examples could be long-term projects and thematic units.

Learning Outcomes

Educational aims or end products which encompass all goals and objectives.

Learning Targets

Educational aims or end products which encompass all goals and objectives. These are sometimes referred to as “I can” statements.

Misconceptions

Student responses which indicate inaccurate understanding of content.

Modifications

Practices that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level.

Objectives

The goals to be achieved by a lesson or unit. Objectives describe a clear expectation from the student; as in “By the end of this lesson, the student will be able to identify and describe eight major causes of the Civil War.”

Patterns of Achievement

Regular growth in knowledge that can be charted or graphed showing the progress of student toward the

objectives of the unit.

Performance-based Assessment

An assessment that includes what a student or teacher is able to do (performance) rather than simply an explanation of what they know.

Professional Development

The means and activities teachers use to achieve professional growth. It may include specific training in growth areas, observation, planning, etc. (i.e. It is an answer to the question: How can I turn those teaching growth areas into teaching strengths?)

Professional Growth Plan

The plan teachers use to become more proficient in meeting the Kentucky Teacher Standards and Indicators. It usually involves self-assessment and a written plan for addressing and improving in the identified areas of growth.

Prompts

Statements that provide directions for the teaching tasks utilizing guiding questions, suggestions for specific actions, and graphic organizers that the intern can use to complete teaching tasks.

Reflection

The reporting and analyzing of teaching philosophies, practices, and experiences. A vital part of a performance-based product is the reflection required of the teacher to understand why a lesson was productive or unproductive.

Rubric/Scoring Guide

At the classroom level, a set of scoring guidelines to be used in assigning and evaluating student work. Rubrics are similarly used for evaluating levels of teacher performance in this TPA. They define criteria to meet the expected teaching standard of performance. For each of Kentucky's ten standards, five to eight indicators have been developed from the Standards. Each component (Planning, Teaching and Evaluating the Results of a Lesson, Professional Responsibilities, and Instructional Unit) of the TPA has rubrics that will be used to evaluate the intern's performance on classroom interactions or TPA exhibits.

Self-Assessment

A student's evaluation of his or her own work.

Specially Designed Instruction

Adapting, as appropriate, to the needs of an eligible child under IDEA that ensures access to the general curriculum and success on educational standards.

Standards

Brief statements about what the teacher must be able to do. Kentucky's ten teaching standards represent those ten key statements for teacher interns and experienced teachers.

Student-centered

Strategies built on the natural interests and motivation of the students. Activities place the responsibility to provide evidence of understanding on students.

Summative assessment

Evaluation of the effectiveness of instructional programs and services at the end of an academic unit or at a pre-determined time. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete.

Teaching tasks

Opportunities for the intern to demonstrate performance using standards (e.g., teach a lesson and be observed, design a two to four week unit of instruction, analyze learning results for the unit). Teaching tasks are designed to provide opportunities to demonstrate teaching performance.

Technology

Materials, devices, computers, and software that allow a teacher to demonstrate proficiency in Standard 6. Examples of appropriate technology might include but are not limited to word processing products, student data systems, white boards or presentation formats, Web quests, LCD projectors, computer labs, software packages that assist student learning, and email.

Universal Design

An approach to designing environments and products so they can be used by the widest range of users without adaptation. It is also a way to conceptualize access and to maximize learning for the greatest number of students.

Variety of Instructional Strategies

Two or more instructional strategies that meet different learning needs of all students.

Work plan

A structured plan or format for collaboration, professional development, and leadership tasks that includes objectives, activities designed to achieve objectives, timeline for completing activities, and special resources needed to complete activities.